**U.S. History: Standards and Performance Indicators**

**1. Application and Research:** Students will be able to collaboratively and independently research, present, and defend discipline-based processes and knowledge in authentic contexts.

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| I can analyze how the social, cultural, or other context within which the information was created impact the interpretation of the information. (RPI-2) |
| I can interpret and evaluate primary and secondary sources in my research. (RPI-2) |
| I can identify and analyze areas of prejudice, deception, or manipulation in sources. (RPI-2) |
| I can investigate viewpoints encountered and determine whether and how to incorporate or reject these viewpoints. (RPI-3) |
| I can research problems or inquiry questions for which there are multiple answers or no “best” answer. (RPI-1) |
| I can use various search systems to select and retrieve the most appropriate technologies to access and retrieve the needed information. (RPI-1) |

**2. Civic Engagement:** Students will apply the attributes of a responsible and involved citizen to affect a real world issue.

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| Students will make and present a real or simulated decision on an issue by applying appropriate and relevant social studies knowledge, research, and ethical reasoning skills. |
| Students will consider multiple points of view and prioritize the pros and cons of those views to draw conclusions. |

**3. Economics:** Students will understand and apply the concepts and processes of economics to understand issues of personal finance and issues of production, distribution, and consumption in the community.

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| Students will analyze both the singular and interdependent roles of financial institutions, the stock market, and government. |
| Students will evaluate the different strategies of money management. |

**4. Civics and Government:** Students will apply an understanding of the ideals and purposes of the founding documents and the principles, structures, and function of the constitutional government of the United States in comparison to other forms of government and political systems in the world.

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| Students will analyze the ideals and purposes of the founding documents and their influence in history and/or current events. |
| Students will compare the structure and function of the U.S. government to other governmental systems. |
| Students will trace the evolution of [constitutional principles](http://www.government-and-constitution.org/us-constitution/7-principles-of-the-constitution.htm) over time. |
| Students will compare the principles of constitutional government in the United States to other governmental systems. |
| Students can analyze the pros and cons of the structure and function of the American political system. |

**5. Geography:** Students will analyze the physical, human, and environmental geography of Maine, the United States, and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present, and future.

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| Students will analyze the spatial organization of people, places, and environments using representations and data. |
| Students will evaluate how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. |

**6. History:** Students will apply and demonstrate knowledge of major eras, enduring themes, turning points, and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world.

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| Students will identify and analyze forces of continuity and change over time. |
| Students will trace the development of enduring themes and evaluate their impact on societal issues and trends. |
| Students will develop credible explanations of historical events by analyzing causes and connections over time. |